

HOMEWORK #2: PART B**DUE DATE: Wednesday, February 22, START of lecture****(25 points for Part B: 23 for your paper, 2 for having completed the online survey in lab on Tuesday, 2/7)**

- A. OVERVIEW:** In Homework #2 Part B you will complete your research project and paper. We'll provide you with an Excel file of the responses to the class questionnaire. You will use Excel to 1) analyze two CORE variables, 2) analyze one new variable that is relevant to your personal research question, and 3) create two Figures: a histogram and scatterplot. You will write the methods, results, discussion, and reference page sections, and include the two Figures in your paper. To create a complete report, you'll add these new sections to a fresh copy of the title page and introduction section that you wrote and submitted for Part A. **Only the new sections, however, will be graded as "Part B."** (We will be grading Part A while you work on Part B.)
- B. ASSIGNMENT ETHICS:** You may talk about the assignment, including your results and conclusions, with classmates. However **your data analysis and writing must be your own: This is not a "group" paper.** You can follow the general structure that is laid out in the "Sample Homework 2 Complete Paper" on the course website, **but it is not acceptable to copy parts of sentences from the sample paper unless I note otherwise.**
- C. THE CLASS QUESTIONNAIRE:** If you took the online class project questionnaire by the end of lab on Tuesday, 2/7 (even if you skipped questions), then you have received 2 points for participation. These 2 points are separate from the 2 participation points for Part A, which you received for participating in small groups and generating items for the survey (1 point for participating on January 27; 1 point for participating on February 3).
- D. ACCESSING THE DATA:** We will create an Excel spreadsheet containing the questionnaire data. This data file will be available online by the start of your lab on February 14. In that lab you will download a copy of the complete data file and then create your "personal data file" for your class project analysis. Your TA will guide you through this process. Your personal data file should contain:
- 1) **Two CORE VARIABLES:** a) Hope; b) GPA (grade point average)
 - 2) **One NEW VARIABLE:** the "new" variable that you discussed in the PURPOSE SECTION (final paragraph) of your Homework 2A. This is the variable for which you formed a hypothesis about how it would relate to GPA. To create your personal data file from the main Excel file, download the main file and then:
 - a. Delete the columns on your Excel spreadsheet that contain the variables you are not studying; OR
 - b. Open a new "sheet" in Excel and copy/paste each entire column of data that you are using from the main file.
- FAQ:** "What if the new variable I proposed in Homework 2 Part A didn't get included in the final set of 8 items that my quiz section developed?"
- ANSWER:** **First**, check whether any other quiz section developed an item that measures your "new variable" from Homework 2A, or a similar variable. If one did, you can use that item for this part of Homework 2B. **Second**, if that doesn't work, then select 1 of the 8 items that your quiz section developed. In this case, when you submit your final paper, you need to rewrite the last paragraph of your introductory section – your purpose paragraph – to let us know what you have selected as your revised "new variable" and to state a hypothesis for your revised "new variable." However, if you do need to revise your "new" variable, you do NOT need to do a new PsycINFO search or have a citation in this paragraph. We won't grade your revised Purpose Paragraph; you're rewriting it only to let us know what your revised variable and revised hypothesis are, so that we have the proper context in which to evaluate the remainder of your paper.
- E. ANALYZING THE DATA WITH MS EXCEL:** Labs on February 14 and February 21 will focus on your data analysis. Your TA will help you create your personal data file, answer questions you may have if the analysis instructions in this handout are unclear to you, and can point you to the proper resources if you have forgotten how to use key aspects of Excel. If you finish your analysis on Feb 14 or choose to complete it on your own, then you may skip Labs on Feb 21.

(Section E, continued): Your data analysis will have two components:

Analysis Part 1: Partial Replication of Rand, Martin, & Shea (2011)

Rand, Martin, & Shea (2011) examined whether there was a correlation between hope and law students' GPA. In Part 1 of your analysis you will assess whether our class's data set replicates their finding. We will use UW GPA as our measure of academic achievement. Therefore:

- 1) Calculate and report the **mean** and **standard deviation** for these 2 CORE VARIABLES; **Hope** (questionnaire item 2: hope) **GPA** (questionnaire item 3: gpa)
- 2) Create a **histogram** for **Hope** and **discuss it in a sentence or two: What is the most important or interesting finding that the histogram reveals?** REMEMBER, this variable was measured on a 7-point rating scale. Keep this scale in mind as you label the x-axis of your histogram and label the values for the specific points along the x-axis.
- 3) Calculate and report the following **correlation** (strength, direction, level of statistical significance): **Hope** (item 2: hope) **and GPA** (item 3: gpa)
- 4) **For this correlation, also describe** its nature in one additional sentence (i.e., describe it "in English").
- 5) Create a **scatter plot** showing the correlation between **Hope** (x-axis) and **GPA** (y-axis), **and be sure that the scatterplot includes a regression line** (your TA will show you how to do this).

Analysis Part 2: Your "New Variable" Analysis

This part of the analysis will involve 2 variables: GPA and one new item from the class questionnaire.

1. DETERMINE WHETHER THE "NEW VARIABLE" THAT YOU PROPOSED TO EXAMINE IN YOUR "PURPOSE PARAGRAPH" (your final paragraph) IN HOMEWORK 2 "PART A" WAS INCLUDED IN THE 8 ITEMS THAT YOUR OWN QUIZ SECTION DEVELOPED. You may find that the item did not use the exact wording or rating scale that you ideally would have wanted, but that it does capture the essence of the variable that you were interested in. If so, use it; you're in good shape.
2. As noted earlier (Part D), if your "new variable" is not among the 8 items from your own quiz section, look to see whether any other quiz section developed an item that captures your variable. If so, use it.
3. If none of the quiz section items reflect your original "new variable," then choose 1 of the 8 items developed by your own quiz section, and make that your "new variable."
4. **VERY IMPORTANT: IF YOUR "NEW VARIABLE" HAS CHANGED:** If the purpose paragraph (the final paragraph) that you wrote for Homework 2 Part A no longer properly describes the new variable you are analyzing and/or hypothesis you are now testing, then when you submit your final paper you will need to rewrite the last paragraph of your introductory section. WE WILL NOT REGRADE YOUR NEW PURPOSE PARAGRAPH AND YOU DO NOT HAVE TO DO A NEW PSYCINFO SEARCH TO FIND A NEW RESEARCH ARTICLE. However, **for proper context**, when we grade your Method, Results, and Discussion sections, we need to know what your "final" new variable and "new hypothesis" are. So if these have changed, you must let us know by revising the last paragraph of your introductory section.
5. Calculate and report the **mean** and **standard deviation** for your NEW VARIABLE.
6. Calculate and report the **correlation** (strength, direction and the level of statistical significance) between your new variable and GPA. **Describe** the nature of the correlation in one additional sentence.

IMPORTANT: Make sure you report all statistics in APA style, both for decimal places and test-statistics!

F. FORMAT OF YOUR PAPER

- Your entire paper should be **DOUBLE-SPACED**, Font Size 12.
- **Margins** should be 1.25" at the top and bottom, 1.25" at the left and right. (NO FUDGING)
- **Every page** of your paper should have a **header**, in case pages get detached. As in Part A, your header should contain your Last Name, First Name Initial, Psych 209, Section XX, 5 spaces, page number (Title Page = 1). **Example:** Passer, M., Psych 209, Section AG 1

G. SECTIONS OF YOUR COMPLETE PAPER AND LENGTH GUIDELINES

- 1) **Clean copy of your Title Page from Part A, also including a list of all variables you are examining (your CORE variables and NEW variable) placed in the lower left portion of the title page.** For each variable, list its number (i.e., "item number" on the questionnaire) and name. (**IMPORTANT: If your "New Variable" is different from the one you initially proposed, you SHOULD change the title of your paper to reflect this change.**)

- 2) **Introduction Section from Part A:** About 1.5 pages to 2 pages maximum. *Attach a clean copy* and then continue your paper starting directly where the introduction left off. In other words, *if your introduction did not end at the very bottom of the page, then don't skip to the next page to start your Method section.* Put the title "Method" one line below the end of the introduction and start your new writing on the line below that. **IF YOUR "NEW VARIABLE" (AND THEREFORE, YOUR HYPOTHESIS) HAS CHANGED from the time you submitted Part A, revise your final "Purpose Paragraph" to reflect this change, as discussed in the "Analysis Part 2, point #4 above.**

- 3) **Method Section:** 1 paragraph, about 5 to 9 sentences.

- 4) **Results Section:** 1 or 2 paragraphs, about 5 to 10 sentences. **Your histogram and scatterplot will be placed at the end of your paper, but you should refer to them within the Results section.** For an example, see the sample paper that will be placed on the course website.
NOTE: Statistical Significance. We will give you criteria to let you know whether to consider a correlation to be statistically significant and whether to describe it (if significant) as weak, moderate or strong. Criteria will appear on the course website, will be sent to you via email, and will be discussed by your TA in Labs.

- 5) **Discussion Section:** 1 or 2 paragraphs; about 5 to 12 sentences. **Succinctly describe the key findings.** Did you replicate or fail to replicate Rand, Martin, & Shea's (2011) findings about predictors of GPA? What was the key finding of your "new variable" analysis? **If you obtained statistically significant results,** discuss their importance or speculate on possible causal factors (and be sure to label your comments as speculation). **If you did not obtain statistically significant results,** speculate on why a relation between the two variables might not exist. Either way, **discuss AT LEAST ONE LIMITATION of your study (two at most).**

- 6) **References Page:** This page should list two articles: the core article by Rand, Martin, & Shea (2011) and the article from your PsycINFO search that you cited in your Purpose Paragraph of Part A of this assignment. **Reference each article in APA style and list them in proper order according to APA style.** IF THE "PURPOSE PARAGRAPH" OF YOUR ARTICLE HAS CHANGED because, for example, your new variable of interest was not included in the class questionnaire, reference the core article and the additional article from your original PsycINFO search. **Do not perform a new search.**

- 7) **Pages for Figures of the Histogram (Figure 1) and the Scatterplot (Figure 2):** You will have two separate pages, one for each Figure.

- 8) **TOTAL LENGTH: 7.0 to 8.5 pages,** as follows:

The **Title Page, Reference Page, and two Figure Pages = 4 pages.** The introduction section of your paper, which you turned in for Part A of this assignment, should have been about 1.5 to 2 pages. **The new written part of your paper (method, results, discussion) should be about 1.5 to 2.5 pages.** This yields a **complete paper of about 7.0 to a maximum of 8.5 pages.**

H. GRADING OF PART B: (25 points total)

- 2 points: Completion of the online survey.
- 3 points: Method Section: quality & clarity.
- 3 points: Results Section: quality and clarity (of the written presentation).
- 5 points: Results Section: Accuracy and completeness of the statistics, not including the Figures.
- 3 points: Discussion Section: quality and clarity.
- 3 points: Reference Section (proper APA reference format) and correctness of APA style for any citations in Part B of your paper (e.g., the Discussion section). **NOTE:** In Homework #1, we allowed some "free" APA errors before we started deducting points for mistakes in the reference section. **For Homework #2, there are no freebies.** Be sure to follow correct APA style.
- 4 points: For Figures. Accuracy (i.e. correctly displays results) and visual quality
- 2 points: Correct grammar, wording, spelling, punctuation, adherence to style guidelines (e.g., double spacing, header in top right of each page, paper length)

I. SAMPLE OF COMPLETE PAPER: A complete sample paper is already on the course website. Click the "Homework" link on the home page.

J. LATE ASSIGNMENTS Turn your complete paper in at the start of lecture on Feb 22nd. **Do NOT put your paper in my mailbox or your TA's mailbox: it will be considered "late" for that day.** Late assignments will lose 2 points if turned in late on Feb 22nd or before lecture on Thursday, Feb 23rd, 2 more points if turned in Friday, Feb 24th in sections, and 2 more points if turned in before lecture on the following Monday. After that, 2 more points will be deducted per additional school day and per weekend. *If you expect to be absent from class on the due date, contact us in advance and submit your paper to us in hard copy before the due date.*

K. ELECTRONIC COPY BACKUP & GRADE APPEAL: In addition to the hard copy, submit a backup electronic copy of your assignment to the course dropbox. ***Students who fail to submit an e-copy along with their hardcopy will not be able to appeal their paper's grade, should they want to.*** For appeals, a different person grades a clean copy of your paper that we print from the e-copy. That person does not know your original score. The regrade may be higher, lower, or the same as your original grade, but whatever the new score is – even if it is lower – it becomes your official score for the assignment. Few students ask for regrades, but in the event you do, the request for a regrade will only be granted if you turned your e-copy in along with your hard copy.

Submit your e-copy to:

<https://catalyst.uw.edu/collectit/dropbox/drurybj/19050>

Be sure to submit a hard copy and an e-copy of your paper by the start of your lecture on Wednesday, February 22nd.